

*Palo Alto Unified School District*

# **SCHOOL DEVELOPMENT PLAN**

(School Improvement Plan)

## **2006-2007**

### **Gunn High School**



Palo Alto Unified School District  
**GUNN HIGH SCHOOL**  
**SCHOOLWIDE ACTION PLAN**  
**2006-2007**

**WASC GOAL 1:** To ensure the development of thoughtful, resilient students with a passion for learning, Gunn High School will enhance its course offerings and use a variety of teaching strategies and assessments congruent with State Content Standards and PAUSD Expected Schoolwide Learning Results to ensure the academic success of all students and to help close the achievement gap. Aligned to District Strategic Goals 1(a), 1(b), 1(d) and 2(a).

**TASK 1:** Collaborate in the development of programs, new courses and on a variety of teaching methodologies and strategies to continue to improve Gunn students' abilities to meet California Content Standards, PAUSD ESLRs and to pass the required CAHSEE.

**Action:**

- ❑ Refine and adjust the Freshman Orientation program that was implemented in the summer of 2006 based on student and staff input and evaluations of its impact on ninth graders during the 2006-2007 school year.
- ❑ Evaluate the effectiveness of the new Living Skills class and make revisions and adjustments as needed.
- ❑ Prepare for the next phase of curriculum change in the Science Department by re-examining the Physics courses and planning elective courses.
- ❑ Evaluate changes made in the Chemistry, Honors Chemistry and Math curricula.
- ❑ Examine the sequence of courses in the Social Studies Department in the light of the recommended State Framework.
- ❑ Evaluate our computer and information technology programs and plan a new sequence of courses to better prepare students for a global economy.
- ❑ Continue department work on course consistency in each subject area and at each grade level.
- ❑ Identify students who have not yet passed the CAHSEE and provide remediation as needed.
- ❑ Continue to provide Staff Development that focuses on best practices in teaching methodologies and strategies. Specifically, we will focus on:
  - Elements of Instruction (EOI)
  - Use of Teacher Expectations and Student Achievement (TESA) strategies
  - Differentiated Instruction
  - Identity Safety
  - Peer observation and interdisciplinary collaboration
- ❑ Continue implementation of the next phase of the schoolwide standardized research paper.
- ❑ With the assistance and guidance of the Special Education Steering Committee, develop for all Specialized Core Programs (SCPs), course descriptions that are congruent with State Content Standards and PAUSD ESLRs.
- ❑ Continue the work of updating all course descriptions for every department and put together a binder containing descriptions of all courses taught at Gunn.

*(AQ): What did we learn about the effectiveness of the Freshman Orientation Program in helping ninth graders prepare for the rigors of high school? What changes will be made to the program based on student and staff input?*

*(AQ): What do program evaluations tell us about the effectiveness of the Living Skills curriculum in meeting student needs? What changes, if any, are anticipated?*

*(AQ): What were the results of the Science and Math Departments' work on curriculum?*

*(AQ): What were the results of the examination of course sequence in the Social Studies Department and what changes resulted from this study?*

*(AQ): What did the evaluation of our IT and computer courses reveal and what changes in the scope and sequence of technology course offerings are planned as a result?*

*(AQ): What progress was made in different departments in sharing teaching methods and strategies? How effective were the Peer Observation and Interdisciplinary Collaboratives in facilitating this?*

*(AQ): What remediation was provided for students in the class of 2007 needing to pass the CAHSEE and how effective was it as measured by numbers of students passing the examination?*

*(AQ): What types of staff development were offered relating to teaching methodologies and teaching strategies?*

*(AQ): What were the results of the second phase of the schoolwide research paper?*

*(AQ): Were the Specialized Core Program course descriptions completed? What subject areas did they cover? Are these descriptions aligned to the ESLRs and Standards?*

*(AQ): What progress was made in updating Gunn's course descriptions?*

**TASK 2: Continue discussion about student progress in each subject area and identify those students who are not flourishing academically.**

**Action:**

- Continue to analyze grades and grade distributions in each subject and in each department to identify which students are not flourishing and offer support for them tailored to their needs.
- Analyze the results of the California Standards Tests, the ERB Writing test, CAHSEE and AP tests to see what light they shed on which students may not be making adequate progress in various subjects.

*(AQ): What percentage of students in each subject in each department made/did not make adequate progress based on the distribution of D and F grades each semester? What were the characteristics of each of these groups in terms of race, ethnicity, gender, English Language Proficiency or Special Education status? Were there any changes based on our efforts to better serve this population?*

*(AQ): What did test data add to our understanding of which students are/are not making adequate progress?*

**TASK 3: Collaborate on assessment to ensure consistency and variety and to ensure that best practices in accommodating students' learning needs and differences are followed.**

**Action:**

- ❑ The Instructional Council will discuss grading and assessment practices at Gunn in the various departments in the light of information provided through an analysis and comparison of grades and test scores earned on externally graded examinations.
- ❑ Departments will continue their work on assessment to ensure consistency and variety in the assessment of student work.
- ❑ The Special Education Department will continue its discussions with other departments about implementing accommodations and modifications required by IEPs with a view to sharing best practices.

*(AQ): What did the comparison of internal and external measures of performance reveal about Gunn's grading and assessment practices?*

*(AQ): What types of assessments and assessment practices were developed to ensure variety and consistency?*

*(AQ): What changes or actions resulted from the discussions that took place between Special Education and other departments about accommodations and modifications?*

**TASK 4: Close the Achievement Gap.**

**Action:**

- ❑ Continue to use Elements of Instruction, differentiated instruction and Identity Safety as strategies to narrow the achievement gap.
- ❑ Use staff meetings and Professional Development Thursdays to improve teachers' abilities to differentiate instruction and assessment to better meet the needs of underperforming students.
- ❑ Encourage regular contact and collaboration between teachers in different departments who teach ninth graders in order to examine the impact of our efforts to connect freshman to the school in ways that improve student performance.
- ❑ Examine the impact of having two new Diversity Commissioners on the Student Executive Council who are appointed to reach out to and connect minority students to school.
- ❑ Work more closely with the Latino Parent Group to help them understand the way the school system operates and connect them more closely to the school.
- ❑ Continue to work with African American Parent Group to provide support and give feedback that will help on-going efforts to narrow the achievement gap.
- ❑ Continue to examine the effectiveness of support programs (FOS/AVID, ELD, Spanish for Spanish Speakers and Special Education) at Gunn in closing the achievement gap.
- ❑ Continue to examine and track the transition of minority students from middle to high school.

*(AQ): To what extent did teachers embrace and utilize the teaching and classroom management strategies that were the focus of Staff Development in 2006-2007? Did teachers feel that they had a positive impact on the performance of minority students?*

*(AQ): Did the Latino and African American Parent groups meet? What concerns emerged? What steps or actions were taken to address them?*

*(AQ): What kind of impact did the new SEC Diversity Commissioners have on the school climate and engagement of minority students in all aspects of campus life? What kinds of issues and concerns were brought to them by their minority peers?*

*(AQ): What was learned about the effectiveness of our support programs and what changes are planned for the future?*

*(AQ): What new information came to light about the transition of minority students to high school and what changes are planned based on this information?*

**TASK 5: Improve articulation vertically and horizontally between classes, programs, and the middle schools.**

**Action:**

- Continue to work with staff at Terman and JLS to facilitate the transition of eighth graders to high school.
- Continue to meet regularly with the middle school guidance staff to ensure that students who are likely to experience difficulty in the transition to high school are offered adequate support.
- Continue to track ninth grade schedule changes carefully to measure the effectiveness of our Counseling and advising program in helping ninth graders and their parents make course selections.
- Revise the Freshman Orientation Program as needed to better meet the needs of incoming freshman.
- Continue the work of Departments and Steering Committees on articulation between specific courses and programs.

*(AQ): In what ways did Gunn staff work with the middle school staff to facilitate the transition of eighth graders to high school?*

*(AQ): How effective were the meetings with the middle school staffs in ensuring a smooth transition to high school for "at-risk" students?*

*(AQ): What changes were made in the Freshman Orientation Program?*

**WASC GOAL 2:** Help students and staff achieve a balanced, healthy life. Aligned to District Strategic Goal 1(c).

**TASK 1:** The school will foster and encourage participation in extra-curricular activities that have intrinsic value for the individual.

**Action:**

- ❑ Work with the Student Activities Director and the Student Executive Council to augment opportunities for student involvement.
- ❑ Continue to work to improve facilities that house extra-curricular activities such as Spangenberg Theatre, Student Activities Center and the athletic facilities.
- ❑ Continue efforts to reduce staff stress.

*(AQ): What new opportunities were provided for students in programs or in extra curricular activities that enhanced opportunities for student involvement?*

*(AQ): What improvements were made in facilities that house extra-curricular activities?*

*(AQ): What activities or actions were taken to reduce staff stress?*

**TASK 2:** Lower the levels of stress for students, staff and parents.

**Action:**

- ❑ Continue our involvement with Stanford University's SOS (Stressed Out Students) group. Invite speakers to PTSA meetings to address parents on this issue.
- ❑ Introduce a schoolwide effort to focus on character education for all students.
- ❑ Introduce a schoolwide Integrity Code to provide guidelines for all students that every teacher will address in every class to help us tackle problems of cheating and plagiarism that result from student stress.
- ❑ Continue to make available to all students the support and advising services and programs that help reduce stress.
- ❑ Continue to offer training and support to teachers to encourage the use of InClass as a communication tool between home and school.
- ❑ Improve communication through the use of the new broadcasting studio and Web site so that students and parents are kept informed about dates and deadlines and are connected to the life of the campus.

*(AQ): What contact did we have with the SOS program and what parent education programs were offered?*

*(AQ): What were the results of our efforts to focus on character education for students? Were there fewer instances of cheating and plagiarism as a result of our efforts? What were student reactions to the Integrity Code?*

*(AQ): Was the number and quality of services and support programs maintained and/or improved during the 2005-2006 school year?*

*(AQ): How many teachers were added to the list of InClass users? Did parents, students and Special Education teachers feel that communication about homework and student progress improved over the course of the year?*

*(AQ): How effective was the Broadcasting studio as a communication tool? Did students feel they were better informed?*

*(AQ): Was the Gunn Web page reviewed and revised? Is the content of the page current, appropriate and useful to our community?*

**WASC GOAL 3:** Students of all races, ethnicities and genders will feel supported, challenged and included in the Gunn Community. Aligned with strategic goals 1(b), 1(c) and 1(d).

**TASK 1:** Reduce drug and alcohol use among Gunn students.

**Action:**

- ❑ Continue to address the use of drug and alcohol use by Gunn students both on and off campus.
- ❑ Continue to work with the PAPD School Resource Officers to help reduce student drug and alcohol use.
- ❑ Continue to participate in Camp Anytown and Peer Helping Retreats.
- ❑ Ensure that all stakeholders are aware of and have access to information and community resources that address problems of drug and alcohol abuse.
- ❑ Continue parent education programs that provide consistent information about drugs and alcohol.

*(AQ): Was there any reduction in the incidence of drug and alcohol related discipline incidents?*

*(AQ): In what ways did the SROs help Gunn address drug and alcohol issues among students?*

*(AQ): Were parent education programs put in place? How well were they attended and received?*

**TASK 2:** Gunn High School will continue to support students of all races, ethnicities, genders and socio-economic status.

**Action:**

- ❑ Continue to monitor course offerings and course content to ensure that thematic materials dealing with race, ethnicity, gender and socio-economic status are included in the curriculum.
- ❑ Continue fundraising in order to take Gunn students to Camp Everytown (formerly called Camp Anytown).
- ❑ Work with individual students to ascertain their needs and work to refine current programs to meet those needs.
- ❑ Publicize and improve the visibility of support programs (ACS, Counselors, etc.) on campus.
- ❑ Improve communication with parents of minority/under-represented students at Gunn through regular parent information and education meetings.

*(AQ): What new courses or materials addressing race, ethnicity, gender and socio-economic status were introduced into the curriculum? How were they received?*

*(AQ): Was Gunn successful in maintaining its commitments to Camp Everytown?*

*(AQ): What new ways were introduced to publicize and improve the visibility of support programs on campus?*

*(AQ): Were minority parent meetings held regularly and how effective were they in meeting parent needs?*

**TASK 3: Create a school that is safe, clean and orderly.**

**Action:**

- ❑ Continue efforts to improve recycling and resource conservation at Gunn to maintain Gunn's Green Business status.
- ❑ Continue our partnership with the District that offers incentives to reduce energy, water consumption and waste.
- ❑ Add additional security devices, especially cameras, and alarms to the campus to protect us against further theft and vandalism in areas where we are most vulnerable.
- ❑ Work with the new School Resource Officers to develop positive relationships between Gunn students and PAPD.
- ❑ Continue efforts to maintain and beautify the campus.

*(AQ): What improvements were made in reducing waste and in our recycling programs?*

*(AQ): What were the results of efforts to reduce energy use on campus?*

*(AQ): What security devices were added to protect the campus and were they successful in reducing theft and vandalism as measured by the number of incidents reported?*

*(AQ): What contact did the SRO's have with students that were positive? Was there any change in students' perceptions of the police as measured by student comments and feedback?*

*(AQ): What improvements were made in the appearance of the campus?*

**2006-2007 SCHOOL IMPROVEMENT PROGRAM (SIP) BUDGET**

**Gunn High School – Expenditure of one time block grant**

<b>EXPENSE ACCOUNTS</b>	<b>INSTRUCTIONAL SERVICES/ PROGRAMS</b>	<b>RELEASE TIME AND STAFF DEVELOPMENT</b>	<b>INSTRUCTIONAL ASSISTANTS/ AIDES/TUTORS</b>	<b>SUPPLIES/ MATERIALS AND EQUIPMENT</b>	<b>CENTRALIZED SERVICES</b>	<b>EXPENSE TOTAL</b>
CERTIFICATED SALARIES (1000)	\$0	\$0	\$0	\$0	\$0	\$0
CLASSIFIED SALARIES (2000)	0	0	0	0	0	\$0
EMPLOYEE BENEFITS (3000)	0	0	0	0	0	\$0
SUPPLIES (4000)	0	0	0	49,550	0	\$49,550
CONTRACTED SERVICES (5000)	0	0	0	0	0	\$0
CAPITAL OUTLAY (6000)	0	0	0	0	0	\$0
INDIRECT COSTS (7000)	0	0	0	0	0	\$0
<b>TOTAL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$49,550</b>	<b>\$0</b>	<b>\$49,550</b>
<b>TOTAL AMOUNT ALLOCATED = \$103,264</b>						
<b>BALANCE = \$53,714</b>						

## BLOCK GRANT EXPENDITURES

*(approved by Gunn Site Council, September 2006)*

Items	Funding Source	Dept.	Approx. Cost	Comments
10 TV/DVD player	Site Council	Schoolwide use	\$7,000.00	
90 chairs for 3 computer labs	Site Council	Schoolwide use	\$1,350.00	
2 scanners for L14A	Site Council	Schoolwide use	\$600.00	
8 LCD projectors	Site Council	Schoolwide	\$8,000.00	
Reading software for CAHSEE	Site Council	Special Ed	\$6,000.00	Part of districtwide purchase?
Software for Broadcasting	Site Council	Career Voc Ed	\$3,600.00	
Support Staff computer replacement	Site Council	Support Staff	\$6,000.00	
2 PCs for Academic Center	Site Council	Schoolwide	\$2,000.00	
Art Lab upgrade-iMacs	Site Council	Art	\$15,000.00	
<b>Site Council Request Subtotal</b>			<b>\$49,550.00</b>	

**2006-2007 SCHOOL IMPROVEMENT PROGRAM (SIP) BUDGET**

Gunn High School #06-73950-55

EXPENSE ACCOUNTS	INSTRUCTIONAL SERVICES/ PROGRAMS	RELEASE TIME AND STAFF DEVELOPMENT	INSTRUCTIONAL ASSISTANTS/ AIDES/TUTORS	SUPPLIES/ MATERIALS AND EQUIPMENT	CENTRALIZED SERVICES	EXPENSE TOTAL
CERTIFICATED SALARIES (1000)	\$0	\$0	\$0	\$0	\$0	\$0
CLASSIFIED SALARIES (2000)	0	0	9,410 * 1,160 **		0	\$9,410 \$1,160
EMPLOYEE BENEFITS (3000)	0	0	1,757 ***		0	\$1,757
SUPPLIES (4000)	42,737	0	0	300	0	\$43,037
CONTRACTED SERVICES (5000)	1,200 ****		0		0	\$1,200
CAPITAL OUTLAY (6000)	0	0	0	0	0	\$0
INDIRECT COSTS (7000)	0	0	0	0	2,002	\$2,002
<b>TOTAL</b>	<b>\$43,937</b>	<b>\$0</b>	<b>\$12,327</b>	<b>\$300</b>	<b>\$2,002</b>	<b>\$58,567</b>
Rene' Hart, Site Council Coordinator, Gunn HS			*SIP COORDINATOR Payroll			
			**CLASSIFIED STIPENDS			
			***SIP COORDINATOR 18.674% Statutories			
			****Calif Bill AB825 Library Protection Bill			
			58567=57367 Site Council+1200 Library Protection			

**2006-2007 SCHOOL IMPROVEMENT PROGRAM (SIP) BUDGET CARRYOVER = \$6,981.70**

**Gunn High School #06-73950-55**

<b>EXPENSE ACCOUNTS</b>	<b>INSTRUCTIONAL SERVICES/ PROGRAMS</b>	<b>RELEASE TIME AND STAFF DEVELOPMENT</b>	<b>INSTRUCTIONAL ASSISTANTS/ AIDES/TUTORS</b>	<b>SUPPLIES/ MATERIALS AND EQUIPMENT</b>	<b>CENTRALIZED SERVICES</b>	<b>EXPENSE TOTAL</b>
<b>CERTIFICATED SALARIES (1000)</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>CLASSIFIED SALARIES (2000)</b>	0	0	0	0	0	\$0
<b>EMPLOYEE BENEFITS (3000)</b>	0	0	0	0	0	\$0
<b>SUPPLIES (4000)</b>	6,982	0	0	0	0	\$6,982
<b>CONTRACTED SERVICES (5000)</b>	0	0	0	0	0	\$0
<b>CAPITAL OUTLAY (6000)</b>	0	0	0	0	0	\$0
<b>INDIRECT COSTS (7000)</b>	0	0	0	0	0	\$0
<b>TOTAL</b>	<b>\$6,982</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$6,982</b>
Rene' Hart, Site Council Coordinator, Gunn HS						

**Programs Funded Through the Consolidated Application Process**  
**Proposed Expenditures for 2006-2007**  
**State Categorical Programs**

**California Peer Assistance and Review (PAR) Program for Teachers:**

Provides support for selected new teachers who do not qualify for BTSA support. Local plans for using these funds are negotiated with the District's certificated employees.

- *Funds are used for professional development through coaching and mentoring*
- *Funds are centralized.*
- *\$60,865*

**Economic Impact Aid/English Learner Program:**

Provides services to English Learners (EL) to ensure that these students develop full proficiency in English as rapidly and effectively as possible and to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

- *Funds are used for Primary Language Tutors to support ELD students in regular classes.*
- *Funds are centralized.*
- *\$223,578*

**School Improvement Program:**

Provides funds intended to support the efforts of each participating school to improve instruction, auxiliary services, school environment, and school organization in order to meet the needs of pupils at that school. These efforts are thus directed to the goal of improving the school's instructional program for all students.

- *Funds are allocated to all schools (K-12) based on the 11<sup>th</sup> day enrollment to improve the instructional program.*
- *\$816,840*
- *See attached budget.*

**School Safety and Violence Prevention:**

Provides funds to be used for strategies such as hiring personnel trained in conflict resolution, providing on-campus communication devices and other safety equipment and supplies, and establishing staff training programs and cooperative arrangements with law enforcement.

- *Funds are used for a variety of safety and counseling support, materials, and personnel.*
- *Funds are centralized.*
- *\$157,804*

**Tenth Grade Counseling:**

Provides funds to school districts to ensure that every student, upon reaching age 16 or prior to the end of tenth grade, receives a systematic review of academic progress and counseling so that students can successfully complete school in a timely manner. In addition, the program provides for a variety of services, including counseling, for identifying and serving students who are not earning credits at a rate which enables them to graduate with the rest of their class.

- *Funds are allocated to provide counseling and support services for Grade 10 students.*
- *Gunn High School - \$12,787*
- *Palo Alto High School - \$12,787*

**Tobacco-Use Prevention Education Program:**

Provides funding for tobacco-specific student instruction, reinforcement activities, special events, and cessation programs for students. These programs are to encourage sound decision-making and awareness of the consequences of chemical use, provide current and accurate information about tobacco use and its effects, enhance self-esteem and refusal skills, and improve school climate and relationships among all staff and students.

- *Funds are primarily used for counseling support, with some money allocated for conflict resolution training.*
- *Funds are also used for instruction and support activities aimed at eliminating tobacco use among students*
- *Funds are centralized.*
- *\$13,731 (estimated)*

**The State Budget calls for a takeback of an estimated \$200,000 in categorical funds. At this time, it is therefore projected that the District will not be able to use the full amount allocated for State categorical funds.**

**Federally-Funded “No-Child Left Behind” (NCLB) Programs****Title I, Part A, Improving the Academic Achievement of the Disadvantaged - Targeted Assistance Program:**

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *\$523,498*
- *See attached budget.*

**Title II, Part A, Preparing, Training and Recruiting High Quality Teachers and Principals:**

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality and increasing the number of highly qualified teachers and principals in the schools; holds Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development to improve teacher and principal quality, evaluation of programs designed to increase student achievement, and a portion the salaries of Literacy and Math Teachers on Special Assignment (TOSAs).*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II, in compliance with the requirements in NCLB.*
- *Funds are centralized.*
- *\$221,069*

**Title II, Part D, Technology Education:**

Provides formula-funded grants for education technology. Twenty-five percent of the funding must be spent for professional development; the remainder must be allocated to support using technology to enhance education in a manner consistent with the approved application.

- *Funds are used for software that will assist in staff communication to students and families regarding student progress, class work, grading, and homework.*
- *Funds are centralized.*
- *\$10,011 (estimated)*

**Title III, Language Instruction for Limited English Proficient (LEP) Students:**

Provides funding for supplementary programs and services for LEP students. Required activities include the provision of instruction and instructional support services related to English Language Development (ELD) programs and academic progress in the core curriculum in a manner that allows LEP students to meet grade level and graduation requirements. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities.

- *Funds are used for literacy support for ELD students in summer school and for stipends for ELD teachers to administer required language proficiency tests during the summer to ensure appropriate placement of students.*
- *Funds are centralized.*
- *\$64,582*

**Title IV, Part A, Safe and Drug-Free Schools and Communities Act (SDFSCA):**

Provides funds to develop, implement, and evaluate comprehensive drug/alcohol, tobacco, and violence prevention programs and activities which are consistent with the principles of effectiveness and that are coordinated with school and community-based program services. The SDFSCA's goal is to foster a safe and drug-free learning environment that supports academic achievement.

- *Funds are primarily used for counseling support, with some money allocated for conflict resolution training.*
- *Funds are centralized.*
- *\$37,172*

**Title V, Innovative Strategies:**

Provides funds to support local education programs that are consistent with statewide education reform efforts and to provide for innovation and educational improvement to meet the needs of all students, including the special needs of at-risk students.

- *Funds are used for curriculum planning and development.*
- *A portion of the allocation will be made available to private schools in compliance with NCLB.*
- *Funds are centralized.*
- *\$14,860*